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A SUMMARY OF COMPARABLE DATA FOUND IN TWENTY-THREE SELECTED
MASTER'S THESES REPORTING FOLLOW-UP STUDIES OF HIGH SCHOOLS

by

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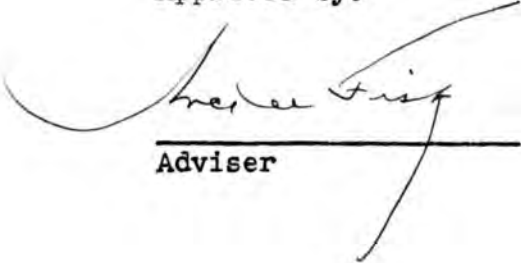
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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Many schools have endeavored to evaluate their curricula through the use of follow-up studies. This type of research has received considerable attention as a recognized method of determining the success of the school. As pointed out in a bulletin, "Techniques of Follow-up Study of School-Leavers," from the United States Office of Education, Vocational Division, Occupational Information and Guidance Service,

"The school may determine its success by examining its product . . . by evaluating its curriculum and instructional service in light of findings revealed by the performance of its products, namely its graduates . . . Follow-up studies may also become valuable as instruments of research."¹

The present study undertakes an examination of follow-up theses concerned with activities of graduates of comprehensive high schools for the purposes of:

- (1) ascertaining comparable data reported in these studies and
- (2) synthesizing the comparable data of the several studies.

Definitions

The term comprehensive high schools in this study denotes high schools embodying no single curriculum. To be regarded

¹Royce E. Brewster and Franklin B. Zeran, "Techniques of Follow-up Study of School-Leavers," Federal Security Agency, U. S. Office of Education, Vocational Division, Washington, D. C., Misc. 3038, February, 1943, p. 1 - 2.

as a general high school, the school must present several curricula, and not purport to train all students for a single occupation or a single purpose. For example, studies of commercial high schools and technical high schools were excluded. By follow-up is meant investigation of the post-high school activities of the graduates.

Selection of Theses for Study

As a preliminary procedure in selecting theses to be included in this study, a list was compiled of available theses from bibliographical lists of Master's theses and indexes of researches. This list of bibliographies and indexes is presented in the Appendix. From the list were eliminated all theses with titles which clearly indicated that the thesis was not a follow-up study. Order sheets were then prepared and deposited with the librarian of the Woman's College of the University of North Carolina for ordering through interlibrary loan. An annotated list of theses selected for use in this study is found in the Appendix.

For the final selection of theses to be used in this investigation, certain criteria with respect to recency, scope, and content were formulated. These criteria were based largely on the "steps" in follow-up studies, recommended by Brewster and Zeran in the United States office of Education Bulletin entitled "Techniques of Follow-up Study of School-Leavers."² Further suggestions were derived from a review

²Brewster and Zeran, op. cit., p. 2.

of four follow-up surveys involving a scope beyond that delimited for the present study. These surveys were:

- (1) Bell, Howard, Youth Tell Their Story, American Youth Commission, Washington, D. C., 1938.
- (2) Hamblin, Edwin Basil, "Survey of Sandusky High School Graduates in Occupations for Guidance Purposes." Unpublished Master's Thesis, Ohio State University, 1939.
- (3) Hogan, Thomas Jones, "Survey of a Decade of One-year Follow-up Studies in Providence High School." Unpublished Master's Thesis, Brown University, 1939.
- (4) Thompson, William H., "A Follow-up Study of the Secretarial Science Graduates of Colby Junior College, 1931-1938." Colby Junior College.

It was desired that the studies yield data on all the items specified by Brewster and Zeran; namely, "data relative to the number of pupils entering and pursuing higher education, the occupational distributions of those who have entered employment, the number employed, the approximate beginning salaries of workers, the types of training pursued, training needed to secure a job."

All of this information was not considered in this study. Certain items cannot be compiled because they were not included in the various theses. The data finally used were secured on the following bases.

Examination of theses revealed that comparable data could be secured from studies completed in the last seven years. Limiting the materials to studies completed in the last five years would have excluded five of the theses finally used in this study, and extending the period to ten years would have

made possible the addition of only four other theses.

Inasmuch as it would be impossible to verify the sampling procedures employed in various researches, it was considered practicable to include in this study only theses which offered a questionnaire to all graduates of the periods covered in the surveys.

The inclusion of the percentage of return in the various studies was deemed essential for the purpose of establishing reliability in this study.

It was thought desirable that some comparability with reference to size be achieved. Since findings would be reported on the basis of the number of cases replying, the practical answer was to limit the size of studies to be included. Five hundred cases was selected as the maximum that a study could include and be considered. Although this would not prevent the inclusion of a large city study, it precluded the possibility of undue influence on findings or extremely large samplings such as that found in the study of Warren G. Harding Senior High School, Warren, Ohio³ with over 3,000 cases.

Amount of additional education and initial position of the graduates were recommended by Brewster and Zeran as essential data in follow-up studies and were accordingly accepted as criteria for the selection of theses to be included in this study.

³Educational and Occupational Follow-up Study, Based on a ten-year study of students and graduates of Warren G. Harding Senior High School, Warren, Ohio, South-Western Publishing Co., Cincinnati, Ohio, December, 1943.

Three other items were added: mobility, occupational experience in terms of number of different jobs held, and data concerning the method of obtaining the first job. Information with respect to these items has constantly been of interest to educators.

Male and female segregation of data was deemed desirable. A picture somewhat different from the total is sometimes found when the items are broken down into separate classifications. For example, the occupation of housewife is restricted to women and certain manual occupations are usually restricted to men.

It became apparent upon examination of several theses that it would be impossible to secure sufficient data by requiring that all of the studies meet all the foregoing requirements consequently, it was decided that the study must include some of the information desired.

The following list summarizes the criteria formulated for selection of follow-up theses to be included in this study.

- (1) The study must have been completed in the last seven years, and must have been of graduates.
- (2) All graduates in the years included in the studies examined, must have had an opportunity to answer the questionnaire.
- (3) Percentage of returns must have been given.
- (4) The study must have had no more than 500 cases.

(5) The study must have shown some of the following types of information:

- (A) Additional education, male and female segregation.
- (B) Initial position, male and female segregation.
- (C) Mobility, male and female segregation.
- (D) Number of different jobs held by graduates.
- (E) Method of securing initial job.

Most follow-up studies provide further important information, such as the occupation of graduates at the time of the survey, opinions as to courses which were helpful in high school, personal use value of certain courses, courses that should have been omitted, and other factors. Data concerning occupation of graduates at time of the survey were not considered in the present study because of lack of comparable categories. Because the subjective nature of the other data precluded comparable bases of analysis they were omitted from consideration.

A total of thirty-four theses was obtained through inter-library loan. Six were unusable because of discrepancies in the presentation of data. When the remaining twenty-eight theses were abstracted, five were found not to meet the criteria established for selection of theses and were excluded. A list of the twenty-three theses which met the criteria is given in the Appendix.

Geographical Scope of Theses Studied

Table I shows the regional areas represented by the studies, and the number of cases of graduates reported for each state. The greatest proportion of cases were from the North Central area (34 per cent) and the Middle West (31 per cent). The South Central area was represented by the smallest proportion of cases.

Length of Period Covered by the Theses

The numbers of years covered by the twenty-three theses included are shown below. A plurality of theses covered a five-year period; three represented more than ten years, others from three to ten years.

<u>Number of Years Covered</u>	<u>Number of Theses</u>
Three	3
Four	2
Five	10
Six	1
Seven	1
Nine	1
Ten	2
More than Ten	3

Purposes of Theses Included in This Study

The variously stated purposes of theses, presented on the following pages and summarized in Table II, revealed that the basic purpose of most follow-up researches presented as Master's theses was to determine the occupation or further study of the graduates. The adequacy of the curriculum in meeting the students' needs was next in importance as a subject of investigation. Although overlapping, the

TABLE I

REGIONAL DISTRIBUTION OF CASES REPRESENTED BY THE
TWENTY-THREE THESES

Region and State	Number of Theses	Number of Cases	Percent
Middle West			
Iowa	5	1158	
Kansas	2	332	
Oklahoma	<u>1</u>	<u>196</u>	
Total	8	1686	31.3
North Central			
Michigan	1	266	
Ohio	5	1451	
Wisconsin	<u>1</u>	<u>122</u>	
Total	7	1839	34.2
East			
New York	3	652	
Pennsylvania	<u>1</u>	<u>374</u>	
Total	4	1026	19.1
South West			
Texas	<u>2</u>	<u>506</u>	
Total	2	506	9.4
South Central			
Louisiana	<u>1</u>	<u>116</u>	
Total	1	116	2.2
North East			
Maine	<u>1</u>	<u>205</u>	
Total	1	205	3.8
GRAND TOTAL	<u>23</u>	<u>5378</u>	100.0

TABLE II

PURPOSES OF THESES INCLUDED IN THIS STUDY

Purpose	Purposes Considered in Each of the Designated Themes																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Job or Further Study	x	x	x	x	x	x	x	x	x		x			x	x	x	x	x	x	x			x
Discovering Weak- nesses in the Curriculum	x	x	x			x		x	x			x			x		x	x	x	x	x	x	
Attitudes of Students Toward Training	x		x								x					x			x				x
Discover Post-High School Activity Exclusive of Educa- tion and the Job	x	x	x			x				x										x		x	
Discover Economic and Social Adjust- ment				x							x		x			x				x			
Vocational Guidance					x							x										x	x

stated purposes of theses concerned in this study can be classified in the six categories formulated in Table II.

These statements are in the various researchers' words. Where the purpose was placed as a definite section, it was copied verbatim. Otherwise, statements were pulled from the study to show the purpose in the writers' words. The number in parenthesis before each excerpt is an assigned code number and does not refer to the alphabetic presentation in the Appendix.

- (1) To show the relation between the education received and the occupation held. Also the implication of these findings for the school program is desired.
- (2) To determine the post-high school activities of the graduates for a period of years. Questions arising come in this fashion: Does a sufficiently large proportion of the graduates of the high school studied attend college to warrant the great emphasis placed upon preparation for attendance in this type of school? Do those who receive diplomas actually continue in the specific or related fields in which their high school training was received? Is this training sufficient? If not what curricula revisions are necessary to bring this about?
- (3) The objective of this study is to determine whether the student was prepared satisfactorily to meet his requirements for either further study or employment, and if not, what he thinks the school should have done to have prepared him for his needs. Specifically it is wanted to ascertain what the students in graduating classes did after they left the high school. Determine what changes, if any, are necessary in the curricula; and to suggest guidance activities that might be included in the program.
- (4) Interested in collecting data from the graduates relative to economic and social adjustments they have made since graduation. To be considered are geographic distribution of the graduates, their occupations, economic status, marital status, high school marks, and higher education.

- (5) To determine what training high school pupils should receive in order to help them secure and hold commercial positions and to help in the vocational guidance program.
- (6) General purpose is to ascertain as nearly as possible the education, special training, employment after graduation, and to discover the weaknesses in the present curriculum.
- (7) Will consider the former students from the following points of view: Their residence and geographical distribution, their educational achievements and value of their education, their employment status and vocational guidance received, their social status and religious affiliation, and their attitudes and opinions on a number of timely questions.
- (8) Purpose is twofold: First, to collect information from the graduates regarding their occupations, geographical distribution, marital status, reasons why they entered the specific fields of employment, additional training after high school, and subjects they regretted having omitted from their high school programs; and second, on basis of this information to make suggestions for curriculum revision and guidance in the high school.
- (9) Determine the extent to which the present curriculum is meeting the needs of graduates and to discover changes which should be made in order to improve the present curriculum.
- (10) It is the purpose of this study to analyze some of the more important practices in our school and to see how these practices affect the lives of those who have graduated from it.
- (11) This thesis seeks to learn upon what different walks of life the students have entered since leaving school, where they have been located, what their cultural and vocational interests are at the present time, and how they today evaluate the high school course which they took while students in high school.
- (12) Give a practical evaluation of the curriculum, methodology, and administration of the high school as measured against the yardstick of the former student's life experiences after graduation. Data would be of immeasurable service to the vocational guidance department.

- (13) Questions hoped to answer from follow-up. What kind of a background does the typical pupil of the school have? What educational and social effect does the school have on the child? What happens to the graduate of the school?
- (14) Specific purposes are to find out what education the graduates had received or were receiving since graduation; find what are the occupations in which they are employed; and to bring the permanent record cards up to date.
- (15) Secure information relative to their present location, employment, and marital status. Get an expression from the graduates regarding satisfaction or dissatisfaction with their employment. Discover what influenced the vocational choices of the group and permit the graduates to express themselves freely on the value of the counseling program of the school. Secure an opinion of the students with reference to the curriculum.
- (16) Determine what becomes of the graduates. What is the socio-civic status of the graduates? What is their vocational status? What is their educational status?
- (17) The purpose--to answer some of the questions regarding the adequacy of the present high school curriculum and to provide a basis for curriculum revision. Determine what the graduates are doing.
- (18) Purpose is to answer the following questions: What subsequent education have the graduates received? What occupations are they engaged in at present? What subjects have been reported as most helpful? What suggestions for curriculum improvement have the graduates made?
- (19) Purpose of this study is to consider the welfare of those who have recently graduated from high school in order to better suggest changes and modifications in the school program that will fulfill, as near as possible, the after-school objectives of future graduates.
- (20) It is the purpose of this study to make a survey of the graduates in order to obtain facts regarding the following problems: What are the occupations? What per cent of the graduates are married? What office machines used most on the job? Which subjects have been most of value since leaving school? What further training is taken by the graduates?

- (21) Purpose is twofold: To ascertain the effectiveness of the present curriculum; and to furnish a possible basis for revision of the curriculum.
- (22) Determine the effect of age on scholastic standing; determine location, occupation and income since graduation; determine what training in high school life has influenced graduates in their careers since graduation; what graduates think about the high school curriculum and what changes should be made in the course of study. Collect information and compile statistics which may be of value for use in orientation classes and in guidance of future graduates.
- (23) Determine environmental factors influencing graduates; attitudes of graduates toward certain features of their school environment; recreational activities of the graduates; and vocational guidance and employment.

From the foregoing statements of purposes, the wide range of information available in a collection of such studies was evident. Some of the information was not comparable inasmuch as the original purposes of the theses were not the same.

These follow-up studies were made of the graduates of particular high schools and the findings of each were interpreted with reference to a local situation. The present study undertakes to bring together and to examine data which were comparable in the various theses.

Procedures

As each of the theses concerned in this study was abstracted for the desired information, working papers were prepared as check lists to record the information. An individual working sheet was constructed for each of the items, with a subsidiary sheet for male and female distribution. Table III summarizes the types of information reported in

TABLE III

TYPES OF DATA PROVIDED IN TWENTY-THREE THESES EXAMINED

Item	Total	Data Provided in the Designated Theses																						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Return of Questionnaire	23	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Male	17	x	x	x	x		x	x	x			x		x	x			x	x	x	x	x	x	x
Female	17	x	x	x	x		x	x	x			x		x	x			x	x	x	x	x	x	x
Further Education	20	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x
Male	13	x	x	x	x			x						x			x	x	x	x	x	x		x
Female	13	x	x	x	x			x						x			x	x	x	x	x	x		x
Mobility	15	x	x		x	x	x	x	x	x	x			x		x	x		x		x		x	
Male	8	x	x					x	x					x				x			x		x	
Female	8	x	x					x	x					x				x			x		x	
Initial Occupation	7		x	x		x	x						x							x				x
Male	4		x	x																x				x
Female	4		x	x																x				x
Number of Jobs Held	7	x		x						x					x				x	x	x			
Method of Obtaining First Job	8					x	x			x					x	x				x	x	x		

the twenty-three follow-up theses used in this study. Code numbers designate the various theses.

Only one of the eight criteria set up as desirable was met by all the theses concerned. All twenty-three theses reported the return on questionnaires. Seven did not state the years which the study covered. The recency of these studies was assumed to be within the scope of the present since dates of completion of three of the seven were 1939; two, 1940; one, 1941; and one, 1942. Twenty provided information on further education, fifteen on mobility. Initial occupation and number of jobs held were reported in seven studies.

Summary

The purposes of this study were to (1) ascertain comparable data in the various follow-up theses selected, and (2) synthesize the comparable data of the several studies.

A bibliography of thirty-four theses was prepared, from which twenty-three follow-up studies were finally chosen to be used in this study. Each of the twenty-three met the following requirements: The study had been completed within seven years; all graduates within the period of years covered had an opportunity to answer the questionnaire; statement of the percent of returns was given; the theses included were limited to not more than 500 cases each. The types of information required for consideration in this study were further education, initial position, mobility, number of different jobs and method of securing first job. A male

and female segregation for each of these factors was desired.

Eleven states and 5,378 cases were represented in the twenty-three studies.

CHAPTER II

FINDINGS

This chapter presents the comparable data found in the twenty-three theses which met the criteria set up for selection of follow-up studies to be considered.

The major purposes of most of the theses pertained to determining the further education and occupational classification of the graduate. Fourteen had as one of their purposes to discover weaknesses in the curriculum and made recommendations for revision on the basis of their findings. Five of the twenty-three studies stated that the curriculum was meeting satisfactorily the needs of the students as found in their study.

Return of Questionnaire

The percentage of returns is pertinent in a questionnaire study, because it is only in examination of the extent of returns as compared to the number sent that the reliability of a report can be determined. As Brewster and Zeran point out, one of the first things to do in the tabulation of data is "Determine whether or not an adequate sampling has been obtained."¹ Just how to determine an "adequate sampling," is difficult.

¹Royce E. Brewster and Franklin R. Zeran, "Techniques of Follow-up Study of School-Leavers," Federal Security Agency, U. S. Office of Education, Vocational Division, Washington, D. C., p. 9.

A study compiling reports of studies made in forty-four communities and representing data obtained from 7,233 young people in New York State showed a return in the total group from approximately 65 per cent of the graduates. By schools, the returns for graduates ranged from ten to ninety per cent.²

In the present study, 9,600 graduates in twenty-three studies had an opportunity to answer a questionnaire. Returns were received from 5,378. This figure represents 56 per cent response. The percentage of returns is decreased considerably by thesis number twelve, with a return of 18.6 per cent. If thesis number twelve is omitted and the percentage of returns based on the remaining twenty-two theses, the figure is raised to 66.4 per cent, which is slightly above that reported in the New York study. Thesis number twelve provides usable information on initial occupation and is included in the discussion of that topic.

Two theses (three and seven) show 100 per cent returns. Number seven covered a period of eleven years and was conducted primarily by personal interview, supplemented by questionnaire, mailed to those who could not be reached personally.

Tables VI and VII give the male and female distribution compiled from seventeen studies giving such breakdown.

²"Youth: The First Year Out of School," The University of the State of New York, The State Education Department, Albany, New York, 1942, p. 1.

TABLE IV

RETURN OF QUESTIONNAIRE REPORTED FOR EACH OF THE TWENTY-THREE STUDIES

Year of Graduation	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses																						
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1940	269	5.0																							
1939	455	8.5				25	58	44	13			37							109		98	75	96		
1938	440	8.2		59		28		44	10			52								94	75				
1937	410	7.6		61		28	38	29	12			39							65	67	76	104			
1936	512	9.5		31	149	30		23	10			52								59	53			26	
1935	507	9.4		30	123	15	46	22	4	76		33			30				71	75	51	70		21	
1934	573	10.6		15	102	27			14	70		36	162		30					37				20	
1933	296	5.4				25			10	44		17	67		19				68	31		61	25		
1932	214	3.9				27			4	56			70							25			21		
1931	155	2.9				25			13	40			43							34			23		
1930	154	2.9				25			7	58			46							24			10		
Prior	89	1.6							48														18		
No Distribution	1304	24.5	383								190	200			185		122	116					41	108	
Total	5378	100.0	383	196	374	255	142	162	145	344	190	200	266	388	185	79	122	116	313	151	393	330	331	205	108
Number Sent	9600		482	871	618	265	194	185	145	415	244	216	414	2087	272	79	329	119	399	175	409	464	393	496	319
Percent Return	56.0		79.5	22.5	60.5	96.2	73.2	87.6	100.	82.9	77.9	88.5	64.3	18.6	68.0	100.	37.1	97.5	78.4	86.3	96.1	71.1	84.2	41.3	33.9

TABLE V

RETURN OF QUESTIONNAIRE, MALE DISTRIBUTION IN SEVENTEEN STUDIES

Year of Graduation	Total Cases	Per Cent	Number of Cases Concerned in Each of the Designated Theses																
			1	2	3	4	6	7	8	11	13	14	17	18	19	20	21	22	23
1940	120	6.2													43	35	42		
1939	136	7.0				11	25	4		18					48	30			
1938	216	11.2		21		15	27	6		30					34	36	47		
1937	145	7.5		22		18	14	5		17					38	23		8	
1936	241	12.5		12	66	22	8	4		30		13			40	15	21	10	
1935	176	9.1		8	54	6	12	2	42	17		12		15				8	
1934	182	9.4		6	49	11		4	31	18		11		13			29	10	
1933	64	3.3				14		3	20	11				10				6	
1932	63	3.3				11		3	28					13				8	
1931	51	2.6				11		5	18					13				4	
1930	45	2.3				9		4	24									8	
Prior	33	1.7						15										18	
No Distribution	463	23.9	185								75		151						52
Total	1935	100.0	185	69	169	128	86	55	163	141	75	36	151	64	203	139	139	80	52
Number Sent	2251*		244	--	298	133	101	55	--	--	113	36	217	76	211	227	179	224	137
Per cent Returns	69.4**		75.8	--	56.7	96.2	85.1	100.	--	--	66.4	100.	69.6	84.2	96.2	61.2	77.7	35.7	38.0

*This is number known to be sent and excludes theses 2, 8 and 11.

**Based on number known to be sent and excludes totals of theses 2, 8 and 11.

TABLE VI

RETURN OF QUESTIONNAIRE, FEMALE DISTRIBUTION IN SEVENTEEN STUDIES

Year of Graduation	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses																
			1	2	3	4	6	7	8	11	13	14	17	18	19	20	21	22	23
1940	149	6.5													55	40	54		
1939	152	6.7				14	19	9		19					46	45			
1938	224	9.8		38		13	17	4		22					33	40	57		
1937	162	7.1		39		10	15	7		22					21	30		18	
1936	284	12.4		19	83	8	15	6		22					35	36	49	11	
1935	213	9.3		22	69	9	10	2	34	16		17		22				12	
1934	228	10.0		9	53	16		10	39	18		18		18			32	15	
1933	86	3.8				11		7	24	6		8		15				15	
1932	81	3.5				16		1	28					21				15	
1931	61	2.7				14		8	22					11				6	
1930	63	2.7				16		3	34									10	
Prior	56	2.5						33										23	
No Distribution	526	23.0	198								110		162						56
Total	2285	100.0	198	127	205	127	76	90	181	125	110	43	162	87	190	191	192	125	56
Number Sent	2519*		238	--	320	132	84	90	--	--	159	43	251	99	198	237	214	272	182
Per cent Returns	73.5**		83.2	--	64.1	96.2	90.5	100.	--	--	69.2	100.	64.5	87.9	96.0	80.6	89.7	46.0	30.8

*This is number known to be sent and excludes theses 2, 8, and 11.

**Based on number known to be sent and excludes totals of theses 2, 8 and 11.

They include 1,935 men and 2,285 women. Inasmuch as certain of the studies (two, eight and eleven) give the distribution of returns by male and female and do not give the number receiving questionnaires, the per cent of male and female returns is found by omitting these theses.

Further Education of Graduates

The data presented in Table VII show the further education of graduates as reported in studies made of twenty high schools. Three studies did not provide information on this phase.

Of the 2,286 graduates reporting, 59 per cent listed further education as including college training. Unclassified colleges is the largest of all categories and includes 42.3 per cent of the graduates. This group includes junior colleges, institutions that were unidentified in the study, or colleges which could not be placed in the other divisions.

Business colleges receive 428 or 18.7 per cent of graduates securing education beyond high school. Trade schools draw 4.2 per cent of the graduates.

Tables VIII and IX show a distribution by male and female of 1,708 students. Male distribution represents 45.4 per cent of the 1,708 and female, 54.6 per cent. This is closely comparable with the distribution under questionnaire returns where 45.9 per cent of the total breakdown is represented by males and 54.1 per cent by females.

The greatest difference between the two groups with respect to further education lies in business college study.

TABLE VII

FURTHER EDUCATION OF GRADUATES REPORTED IN TWENTY STUDIES

Type of School	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses																			
			1	2	3	4	5	6	7	8	9	10	13	14	15	16	17	18	19	20	21	23
State University	238	10.4			25	30		52			15	3			10		11	15	36		30	11
Teachers College	50	2.2				4		9									3	21			10	
Out-State College	94	4.1			22	7						3		3			18	22	6		13	3
Unclassified College	968	42.3	67	91	80	49		7	27	93	79	28	108	10		34	93	4	26	106	55	11
Business College	428	18.7	37	48	64	34	59	18	11		18	14	39				11	12	30	21	12	
Correspondence	40	1.8				8	13		1		1						3	2		6	3	
Trade School	96	4.2						7			3	8			3		3	5	36		3	
Extension	8	.4													34							
Night School	72	3.2			37						1						1	1		5		3
Post-graduate	31	1.3													31						1	
Other Day School	35	1.5			30								5		13		2		3	5	5	3
Nurse's Training	95	4.2	16		12	4		5			7	2					9	8	5	10	13	4
Cosmetology Course	30	1.3				10					2						4	3	6	3	2	
Army & Navy Schools	11	.5																3				
Others	90	3.9	31			7	9					2	11	19				8	5	1	2	1
Total	2286	100.0	151	139	270	153	81	98	39	93	126	60	166	29	91	34	155	104	153	157	149	38

TABLE VIII

FURTHER EDUCATION OF MALE GRADUATES REPORTED IN THIRTEEN STUDIES

Type of School	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses												
			1	2	3	4	7	13	16	17	18	19	20	21	23
State University	109	14.1			23	15				8	9	29		18	7
Teachers College	5	.6								1	4				
Out-State College	53	6.8			12	6				10	14	4		4	3
Unclassified College	353	45.6	39	44	37	26	18	60		44		16	39	26	4
Business College	94	12.1	11	9	20	8	9	5	12	1	3	6	5	5	
Correspondence	18	2.3				7				3	2		3	3	
Trade School	40	5.2									4	33		3	
Extension	4	.5													
Night School	30	3.9			27					1	1		4		
Post-graduate	4	.5								1				1	
Other Day School	17	2.2			16			1				1	1	1	
Nurse's Training	1	.2								1					
Cosmotology Course	1	.2								1					
Army & Navy Schools	11	1.4								1					
Others	34	4.4	19			3		2			3	5		2	1
											7		1		2
Total	774	100.0	69	53	135	65	27	68	12	71	47	94	53	63	17

TABLE IX

FURTHER EDUCATION OF FEMALE GRADUATES REPORTED IN THIRTEEN STUDIES

Type of School	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses												
			1	2	3	4	7	13	16	17	18	19	20	21	23
State University	49	5.3			2	15				3	6	7		12	4
Teachers College	36	3.9				4		3		2	17			10	
Out-State College	38	4.1			10	1				8	8	2		9	
Unclassified College	386	41.3	28	47	43	23	9	48	22	49	4	10	67	29	7
Business College	241	25.8	26	39	44	26	2	34		10	9	24	16	7	4
Correspondence	5	.5				1	1						3		
Trade School	4	.4													
Extension	4	.4									1	3			
Night School	10	1.1			10								1		3
Post-graduate	12	1.3													
Other Day School	20	2.1			14			4		1			4	4	3
Nurse's Training	76	8.1	16		12	4				8	8	2	10	13	
Cosmotology Course	27	2.9				10				3	3	6	3	2	
Others	26	2.8	12			4		9			1				
Total	934	100.0	82	86	135	88	12	98	22	84	57	59	104	86	21

Of the women, 25.8 per cent take business college work. Only 12.1 per cent of the men are in this category.

This compilation, which includes graduates through the year 1940, shows that colleges receive 67.1 per cent of the boys and 54.6 per cent of the girls. Nurses' training is negligible for the boys, but represents 8.1 per cent of the girls' further education.

Mobility of Graduates

These data are limited in that it is not possible to present the information with respect to the length of time the graduates have been out of high school. The data compiled in Table X show that at the time of returning the questionnaires in fifteen studies, 63.6 per cent of the graduates were in the town or district in which they resided at the time of graduation. One-fourth of them were out of the district, but still in the state in which they had completed their high school training. Only 11 per cent had moved outside of the state.

The proportion of male to female graduates shown in Tables XI and XII is 42.9 per cent male and 57.1 per cent female for eight studies. The percentages of mobility of the two groups are not greatly dissimilar. Of the boys reporting, 62.8 per cent are still in the same town or district; the girls show 66.9 per cent still in the same district as at the time of graduation. The category, "Out of District, but in State," shows 21.6 per cent of the boys and 23.4 per cent of the girls. Fourteen and six-tenths

TABLE X

MOBILITY OF GRADUATES SHOWN IN FIFTEEN STUDIES

Area Located	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses														
			1	2	4	5	6	7	8	9	10	13	15	16	18	20	22
In Same Town or District	1941	63.6	163	176	152	62	35	82	237	122	154	110	100	53	72	269	154
Out of District, but in State	747	24.5	115	12	82	54	23	58	74	41	57	59	9	43	44	51	25
Elsewhere in United States	347	11.4	105	8	31	26	6	5	15	27	14	16	3	20	35	10	26
Out of United States	18	.5							18								
Total	3053	100.0	383	196	265	142	64	145	344	190	225	185	112	116	151	330	205

TABLE XI

MOBILITY OF MALE GRADUATES SHOWN IN EIGHT STUDIES

Area Located	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses							
			1	2	7	8	13	18	20	22
In Same Town or District	521	62.8	82	61	32	98	44	30	115	59
Out of District, but in State	179	21.6	48	3	18	46	22	16	16	10
Elsewhere in United States	121	14.6	55	5	5	10	9	18	8	11
Out of United States	9	1.0				9				
Total	830	100.0	185	69	55	163	75	64	139	80

TABLE XII

MOBILITY OF FEMALE GRADUATES SHOWN IN EIGHT STUDIES

Area Located	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses							
			1	2	7	8	13	18	20	22
In Same Town or District	742	66.9	81	115	50	139	66	42	154	95
Out of District, but in State	259	23.4	67	9	40	28	37	28	35	15
Elsewhere in United States	99	8.9	50	3		5	7	17	2	15
Out of United States	9	.8				9				
Total	1109	100.0	198	127	90	181	110	87	191	125

per cent of the boys are "Elsewhere in the United States." Only 8.9 per cent of the girls have moved from the district or state in which they graduated. Each of the groups has nine graduates living outside of the United States.

Initial Occupation

The information presented in Tables XIII, XIV, and XV gives the beginning occupation of high school graduates. The classifications used were chosen because the majority of data reported by the various researches conformed to such grouping. The total number of cases involved is only 851. Information concerning the initial position was lacking in most of the studies, for the majority reported the occupation at the time of the questionnaire return. The category containing the largest number of cases is office work. Of the 851 graduates reporting, 38.2 per cent are in this occupation as their initial job. Retailing follows with 18.9 per cent, and the category, "manual," is next with 15.3 per cent. The "manual" classification includes truck driving, lifting, and other work which requires no particular skill other than physical fitness. None of the other divisions are particularly important in number included, although manufacturing has 7.5 per cent of the total.

Only four of the seven surveys reporting initial occupation provide male and female distribution. The report of those four studies on the initial job of the boys is fairly evenly divided among the four job classifications of office, retail, manual and manufacturing, with office leading with

TABLE XIII

INITIAL OCCUPATION OF GRADUATES INCLUDED IN SEVEN STUDIES

Job Classification	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses						
			2	3	5	6	12	19	23
Office	325	38.2	46	121	27	21	35	65	10
Retail	161	18.9	14	37	32	40	1	35	2
Manual	130	15.3		29		67		24	10
Manufacturing	64	7.5		2		4		58	
Printing	5	.6		4			1		
Technician	25	2.9		9		2	4		10
Teaching	6	.7		4			2		
Agriculture	21	2.5					1		20
C C C and N Y A	5	.6				2			3
Housewife	27	3.2						14	13
Other	82	9.6	10	7	40	13		12	
Total	851	100.0	70	213	99	149	44	208	68

TABLE XIV

INITIAL OCCUPATION OF MALE GRADUATES INCLUDED IN FOUR STUDIES

Job Classification	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses			
			2	3	19	23
Office	74	28.9	11	44	17	2
Retail	37	14.5	7	15	13	2
Manual	59	23.1		27	24	8
Manufacturing	47	18.4		2	45	
Printing	4	1.5		4		
Agriculture	20	7.8				20
C C C and N Y A	3	1.2				3
Other	12	4.6	7		5	
Total	256	100.0	25	92	104	35

TABLE XV

INITIAL OCCUPATION OF FEMALE GRADUATES INCLUDED IN FOUR STUDIES

Job Classification	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses			
			2	3	19	23
Office	168	55.5	35	77	48	8
Retail	51	16.8	7	22	22	
Manual	4	1.3		2		2
Manufacturing	13	4.3			13	
Technician	19	6.3		9		10
Teaching	4	1.3		4		
Housewife	27	8.9			14	13
Other	17	5.6	3	7	7	
Total	303	100.0	45	121	104	33

28.9 per cent. Of the total 256 reporting, 7.8 per cent are engaged in agriculture.

Of 303 girls included, 55.5 per cent have office work as their initial occupation. There is considerable drop to the next division, which is retail with 16.8 per cent.

Number of Different Jobs Held by Graduates

These data suffer from lack of comparability in the same manner as data discussed earlier concerning mobility. Seven studies included it in their report and the information is reported here in the manner in which it was given by the various researchers. The number of years since graduation should be available.

On the basis of the data given, it would appear that the majority of graduates have not remained in their first position. Whereas 32.9 per cent have had but one job, 18.2 per cent have had two and 13.3 per cent have had three. At the time of reporting, those who had no job equaled 30.6 per cent of the group replying.

Method Used to Obtain First Job

As seen in Table XVII, the largest percentage of graduates, (43.1 per cent) claims to have obtained the first job on personal initiative. Two other groups important in securing the first job are Friends (24.2 per cent) and Parents or Relatives (14.3 per cent). Employment agencies are not particularly helpful and neither is school guidance. The agencies helped 4.6 per cent and school guidance 4 per cent of 1,238 graduates reporting methods of obtaining first job.

TABLE XVI

NUMBER OF DIFFERENT JOBS HELD BY GRADUATES REPORTING IN SEVEN STUDIES

Number of Jobs	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses						
			1	3	9	14	18	19	20
One	626	32.9	141	76	50	32	53	147	127
Two	347	18.2	99	57	22	8	23	92	46
Three	252	13.3	143	31	6	3	9	40	20
Four	55	2.9		17	5	1	3	19	10
Five	36	2.0		7	5			12	12
Six	2	.1			2				
None	582	30.6		186	100	35	63	83	115
Total	1900	100.0	383	374	190	79	151	393	330

TABLE XVII

METHOD USED TO OBTAIN FIRST JOB AS REPORTED BY GRADUATES IN EIGHT STUDIES

Method	Total Cases	Per cent	Number of Cases Concerned in Each of the Designated Theses							
			5	6	9	14	15	19	20	21
Parents or Relative	177	14.3		25	19	6	19	63	45	
Friends	300	24.2	18	29	20	9	13	104	51	56
School Guidance	50	4.0		10	7		5	12	16	
Employment Agency	57	4.6	7		5	3		30	1	11
Advertisement	12	1.0			2	2		2	5	1
School Courses	36	2.9					36			
Own Initiative	534	43.1	39	71	34	22		122	91	155
Teacher	42	3.4						14	3	25
Civil Service	1	.1			1					
Other	29	2.4	3	5	2					19
Total	1238	100.0	67	140	90	42	73	347	212	267

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of this study were to ascertain comparable data in follow-up studies and to synthesize that information.

Twenty-three studies were chosen on the basis of the following criteria which were established to select the studies: The study must be of graduates and have been completed within the past seven years. All graduates within the period covered must have had an opportunity to answer the questionnaire. The study must have shown the per cent of returns. Theses included must not have had more than 500 cases. The study must have contained some information on further education, initial position, mobility, number of different jobs held and method of securing first job. Male and female segregation of data was desired. The twenty-three studies represented graduates of high schools in eleven states and 5,378 cases.

Types of Data

All twenty-three studies showed the return of questionnaires. Male and female distribution was given by seventeen studies. Data were found on the following: Further education, which had reports from twenty studies, with male and female distribution in thirteen. Fifteen of the surveys discussed mobility, and eight provided male and female distribution. Initial occupation had reports from seven studies and four of the seven included male and female distribution.

Number of jobs held had information from seven studies, and eight studies reported the method of securing the first job. The varying number of studies reporting the individual items reflects an inconsistent pattern of information given in follow-up studies. Only the percentage of returns was considered by all.

The Compiled Information

The following information was found:

Only five of the theses examined had less than 50 per cent of the questionnaires returned. The median and average per cent of returns were considerably over 50 per cent. Male and female distribution followed a similar pattern.

Forty-two per cent of the graduates reported further education. Of the graduates continuing education beyond high school, 59 per cent attended college. Eighteen and seven-tenths per cent of the graduates attended business colleges.

The limitation of the data on mobility of graduates is recognized, but on the basis of the data given, it was found in fifteen studies that almost two-thirds of the students (63.6 per cent) were in the town or district at the time the study was made, in which they resided at the time of their graduation. Only a tenth of them had moved outside of the state in which they completed high school.

The job classification in which the greatest number of students were employed in their initial position was office work. Of all students reported in seven studies, 38.2 per cent were in this classification. Only 28.9 per cent of the

boys were so engaged, but 55.5 per cent of the girls went into the office from high school. There was no consistency in initial occupation from town to town.

Information found in seven studies concerning the number of different jobs held by the graduates since high school, though limited by the fact that the number of years since graduation is indeterminable, showed that 32.9 per cent of the 1,900 reporting remained in the first job; 30.6 per cent had held no job.

All of the studies agreed that the method most often used to secure the first job as reported by the graduates was their own initiative. Forty-three per cent reported using this method. One-fourth of the 1,238 reported, stated that friends helped them secure their first job.

Conclusions expressed by the majority of writers of the studies pointed to a need for curricular revision, but gave no suggestions. Only five stated that the curriculum was meeting satisfactorily the needs of the graduates as shown by their study.

Conclusions

On the basis of the data, the following conclusions appear to be defensible. They are listed in order of importance.

It was intended at the outset that the number of studies synthesized in this survey, would be fifty. The fact was recognized that a great number of follow-up studies existed, but only twenty-three were found comparable on the basis

of the criteria for selection of theses.

But even in the twenty-three finally selected, there were few results in common that would warrant generalization. Only one item was included by all of the twenty-three studies. Twenty studies presented the further education of the graduates and seven investigated the initial job. This lack of comparable studies and comparable data points out the need for some consistent pattern in follow-up.

Since the completion of the studies included in this survey, some progress has been made toward a standardization of techniques of follow-up as recommended in the bulletin by Brewster and Zeran from the U. S. Office of Education, "Techniques of Follow-up Study of School-Leavers."¹ The usability of their suggestions for synthesizing data from a national point of view is yet to be checked. It should be pointed out that the findings in this study bear out the need for inclusion, of items such as those suggested by Brewster and Zeran as essentials of a follow-up.

A majority of the studies had as one of their purposes to discover weaknesses in the curriculum. The findings of the various studies as compiled in this survey did not clearly connect the information compiled on the graduates with the existing curriculum. Thus, it seems that there is an obvious need for an overview of the development of a

¹Royce E. Brewster and Franklin B. Zeran, "Techniques of Follow-up Study of School-Leavers," Federal Security Agency, U. S. Office of Education, Vocational Division, Washington, D. C., Misc. 3038, February, 1943.

a technique for using follow-ups.

The lack of distribution by years in the studies used in this survey points out an important weakness of follow-ups. The value of interpretation of a great number of items is dependent upon knowing the number of years elapsing from time of graduation to the questionnaire. Distribution by years is also essential to show trends on items such as mobility and employment or unemployment of graduates.

The majority of investigations had as one of its purposes to determine the job or further study of the graduates. It was true that a majority determined the further education, but the presentation of the occupation of the graduate was inadequate, because of the lack of yearly comparisons, and lack of recognition of the time that had elapsed since graduation and the time of the questionnaire.

The return of questionnaires in the twenty-three studies averaged considerably over 50 per cent, therefore, it can be concluded that a follow-up study of graduates should have at least a 50 per cent return to provide adequate sampling. Any study with less than 50 per cent return should be examined further to determine the adequacy of the sample.

The fact that 42 per cent of the graduates returning a questionnaire reported further education, brings up the possibility that these follow-up studies were selective and by their very nature may receive returns only from those who have had successful post-high school activities. Other studies have shown a considerable smaller number doing further study.

The weakness of the presentation of data on mobility is apparent. The studies examined considered mobility, but only at the time of questionnaire. There is value in knowing the location of graduates immediately after graduation, and in knowing the amount of moving done in specific periods, but the majority of data presented by the follow-up studies examined was not comparable.

Office work was the largest single initial job classification of the total graduates, but two studies showed retailing as having more graduates and one study had the largest number of graduates in the manual classification. A majority of the girls reported office work, but in two of the four studies which reported male and female distribution of initial occupation, there was not a majority in this occupation. No interpretation can be drawn from the initial job inasmuch as the data did not present a consistent picture through the studies. It would appear that the initial job may vary from community to community.

Inasmuch as such a large percentage of the graduates reported their own initiative as the method used in obtaining their first job, the high school should be certain that it gives the students training in employment procedures, ethics, techniques of applying for a job, and help in development of the knowledge of job selection.

Recommendations

It is recommended that further studies be made to determine techniques which would give comparable follow-up data. The

techniques and procedures developed should make adequate provision for comparable data through the use of yearly distributions in preference to totals without reference to the elapsed years between graduation and return of the questionnaire.

It is recommended that subjective data be eliminated from follow-up studies.

It is recommended that a number of follow-up studies be made to test the techniques recommended by Brewster and Zeran in their bulletin, "Techniques of Follow-up Study of School-Leavers." Such studies should check the items recommended in the bulletin as essentials of follow-ups and check the techniques proposed.

The possibility of a follow-up being selective suggests the recommendation that each study be carefully examined and tested with this in mind.

It is recommended that techniques for utilizing data be developed. A technique is needed for the evaluation of the data and help in using that evaluation for application to the school situation.

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APPENDIX

SOURCES USED IN COMPILING THE LIST OF THESES
CONSIDERED FOR INCLUSION IN THIS STUDY

Business Education Index and Research Guide; Sponsored by
Delta Pi Epsilon, New York: The Business Education
World, 1940-42.

Gray, Ruth A., "Educator's Bulletin Board," School Life,
Vols. 28-29 (October, 1940 to January 1944). The
name of this publication was changed in March, 1942,
to Education for Victory.

"Research Studies in Progress or Completed," Proceedings
of National Association of Business Teachers-Training
Institutions, 1940-42.

The Education Index, New York: The H. W. Wilson Co.,
January, 1939, to January, 1944.

United States. Office of Education. Library. Bibliography
of Research Studies in Education, 1937-38, 1938-39,
1939-40, Washington D. C.: Government Printing Office,
1940, 1940, 1941.

In addition to these sources, inquiries were made of
the state directors of vocational guidance in nine states
to learn if any follow-up studies had been made recently
in their area that were not listed in the various bibliog-
raphies of research studies. No usable studies were obtained
through this source.

ANNOTATED LIST OF THESES USED IN THIS STUDY

Addition, Loring R., "A Follow-up Study of Graduates of Ellsworth High School." Unpublished Master's Thesis, University of Maine, 1939.

A questionnaire investigation of the twelve classes graduating from Ellsworth in years 1927 to 1938 inclusive. Found data concerning marital status of students, mobility, subjects of most or least value since graduation, and opinions of students as to courses that should have been offered.

Blase, Nicholas R., "A Vocational Follow-up of a Group of Graduates of the Utica Free Academy, Classes 1930 through 1934." Unpublished Master's Thesis, New York State College for Teachers, 1940.

The findings were discussed under the following headings: General background of graduates; relation of sex, scholastic preparation and family "connections" to the graduates educational status and initial employment; occupational rank of graduates; vocational adjustment; evaluations and suggestions made of the graduates.

Callarman, Cecil Clarence, "A Study of the Post High School Activities of the Graduates of Ponca City High School for the Years 1934, 1935, 1936, 1937, and 1938." Unpublished Master's Thesis, Oklahoma A and M College, 1940.

A study of the responses of five years of graduates responding to a questionnaire. Concerns with the mobility of the student after graduation, continued education, age at first employment and initial position. Concluded that only slight emphasis should be placed on training for individual jobs, but that a wide variety of initial job preparations should be given.

Clark, William J., "A Community Occupational Survey and Follow-up Study of High School Graduates in Hiawatha, Kansas," Unpublished Master's Thesis, State University of Iowa, 1940.

This study has two general objectives, (1) A follow-up of graduates for years 1935, 1937 and 1939; and (2) Occupational survey, planned to include the business firms who hired one or more employees. Comparisons are made occupationally between the

students of the different curriculums of the high school. Information in the study includes present occupation, courses taken beyond high school, subjects most used. The occupational study inquired into the demands of business on an entering employee.

Fallon, Thomas P., "Educational and Vocational Follow-up of the Graduates of the Roessleville High School for the Years 1933, 1934, 1935." Unpublished Master's Thesis, New York State College for Teachers, 1937.

Facts gathered and tabulated included number of different jobs held, how positions were obtained, distribution of salaries, and college attendance of the high school graduates.

Hilburn, Willis Carl, "Educational Implications to the Laurens, Iowa High School of the Occupational and Geographical Distribution of its Graduates." Unpublished Master's Thesis, Iowa State College, 1940.

Shows the residence in 1940 of the students graduated from Laurens in the period 1931-35. The study points out migration trend, subsequent education, what colleges, in what occupations engaged in 1940, to what extent graduates have followed occupations selected in high school, subjects reported most helpful, and what suggestions the graduates would make for curriculum improvement.

Hughes, Emily H., "A Study of the Graduates of the Haverford Township Senior High School from February 1934 to June 1936, Inclusive." Unpublished Master's Thesis, Teachers College, Temple University, 1938.

The study shows a comparison of the work after graduation of students choosing one of three curriculums offered by the high school. Concluded it advisable for pupils to include some commercial subjects in their courses, even though preparing for college, inasmuch as much of the work after graduation is in the commercial field.

MacLaughlin, Jane R., "A Survey of the Graduates of the Milne School Covering a Period of Five Years (1933-37)." Unpublished Master's Thesis, New York State College for Teachers, 1939.

The majority of the data was tabulated for boys and girls separately. The study analyzes the position of the entering student, their most interesting high school subject, hobbies, honorary

and social organizations, and the diplomas received. Discusses the graduate from the point of view of further education, work (present employment), marital status, and family status."

Marsh, George E., "A Follow-up Study of Creston, Iowa High School Graduates of the Years 1933, 1935, 1937 and 1939." Unpublished Master's Thesis, State University of Iowa, 1940.

From the graduates who answered questionnaires information was recorded in the study on general employment status of graduate, education beyond high school, mobility of the workers, use made of commercial subjects taken in high school, and suggested changes for the school.

Metcalf, Clifford, "The Vocational, Occupational and Recreational Activities of Graduates from Three Iowa High Schools." Unpublished Master's Thesis, Drake University, 1939.

Questionnaire returns found environmental factors influencing graduates, attitudes of graduates toward certain features of their school environment, value of courses, other activities of graduates since graduation. Concludes from findings that guidance should have a prominent place in a school program."

Mouser, Cotys M., "A Survey of the Graduates of Loreda High School 1930-35." Unpublished Master's Thesis, Louisiana State University, 1937.

About 80 per cent of the students enrolled in this high school are from Spanish speaking homes. The students were later coming to high school because of their language difficulty. Student mobility is shown, along with reasons for entering occupations, subjects regretted having omitted from programs. A complete list of occupations engaged in at time of questionnaire is also shown.

Nelson, Harold, "A Follow-up Study of Graduates as a Basis for Curriculum Revision, Lindsborg High School, 1935-39." Unpublished Master's Thesis, Colorado State College of Education, 1940.

Data based on returns from a questionnaire answered by graduates of the Lindsborg, Kansas High School. The study was made to determine points of improvement of the curriculum as of the time of study. Found a need for general business training.

Perkins, Bernard D., "A Follow-up Study of the Graduates of Grinnell High School for the Years 1934, 1936, 1938, and 1940 for Use as a Possible Basis for Revision of the Curriculum." Unpublished Master's Thesis, State University of Iowa, 1941.

From the replies, information is reported concerning the employment status of graduates, further education, means in securing employment, and opinions of students concerning opportunity for advancement, vocational use of certain subjects, expression for need of certain courses.

Pfouts, Charles Rose, "The Graduates of Marlboro Township High School," Unpublished Master's Thesis, Ohio State University, 1938.

The period covered was 1926 to 1938. The study includes an excellent history of the educational development of the township of Marlboro. Findings included marital status, present occupation of the graduates, religious information, and other personal information such as hobbies, hours of leisure, social organizations, etc.

Roach, Mary, "A Follow-up of the Graduates of Wink High School, Wink, Texas, 1935-39." Unpublished Master's Thesis, Colorado State College of Education, 1940.

Information includes length of time spent in further training. Student opinions as to subjects that have been useful and those subjects which should have been included in their courses are given.

Shepler, Essie, "A Five Year Follow-up Study of the Graduates of Wilmington High School," Unpublished Master's Thesis, University of Cincinnati, 1942.

Information such as I. Q. was taken from the school records. From the Questionnaire personal information about the graduates was secured. It included marital status, additional training beyond high school, present occupation, number of different jobs held since graduation, salary, method of obtaining first job, and opinion answers on possible improvement in courses and physical plant of the school.

Slack, J. Cline, "A Follow-up Study of the Graduates of Henrietta Township High School from the Years 1924-39." Unpublished Master's Thesis, Ohio State University, 1939.

Data show place of residence now, opinions as to preference of place of residence, further education, economic status and the home and religious life of the graduate.

Somers, Richard R., "A Five Year Follow-up Study of Fairmont High School Graduates." Unpublished Master's Thesis, University of Cincinnati, 1942.

The data show the time spent in college training, the marital status, mobility, initial employment, and a vocational analysis of the subjects studied.

Turner, Bernice E., "A Follow-up Study of the Graduates of the Caro High School, Caro, Michigan for the Years 1933-40." Unpublished Master's Thesis, University of Michigan, July, 1940.

Findings show the different walks of life the graduates have entered since leaving school, where they have been located, and what their cultural and vocational interests are at the present time and how they evaluate the high school course which they took while students in the high school.

Van Meter, Loren C., "An Occupational Follow-up of High School Graduates." Unpublished Master's Thesis, Ohio State University, 1940.

The study presents information about the graduate with respect to location, types of occupations engaged in, salaries received, training of graduate beyond the high school, and an evaluation of the high school program with respect to its meeting the needs of the student.

Weaver, Frank D., "A Follow-up Study of the Graduates of the West Branch, Iowa High School." Unpublished Master's Thesis, University of Wyoming, 1940.

Presents information concerning geographical distribution of the students after graduation, marital status, employment status, training beyond high school, and opinions and attitudes toward a number of subjects. Found no significant correlation between average high school grades and income.

Willis, Lawrence Hardy, "A Survey of the Graduates and Drop-outs of Kilbourne High School." Unpublished Master's Thesis, Louisiana State University, 1939.

Tabulated and analyzed the data as to socio-civic status, marital status, family status, leisure activities, geographical distribution and voting qualifications and participation. Further education and an evaluation of the high school training by the graduates is included.

Wulk, Bernard H., "A Follow-up Study of the Graduates of Five Classes in Green Bay East High School." Unpublished Master's Thesis, Lawrence College, 1939.

This study presents information with regard to the graduates' employment status, location, promotions secured, and the usefulness of certain high school subjects.